

TEXT TYPE SCAFFOLDS

ABU DHABI STANDARDS

ENGLISH







**DISCUSSION TEXT TYPE**



**Purpose:** to give both sides of an issue

|  |  |  |
| --- | --- | --- |
| **TITLE** |  | **Language** |
| **Identify the issue** |  | \*point linking connectives eg first, in the next section  \*Generalized participants eg students, builders  \*thinking verbs to express a point of view eg feel, believe, hope  \* opposing argument linking conjunctions  eg on the other hand, however  \* comparing language eg similarly, instead, alike, although  \* objective language  \* varied modality eg perhaps, might, should, must  \*relating verbs  eg speeding is dangerous  \*usually present tense |
| **Introduction to the issue** |  |
| **Point/s for** |  |
| **Support / Evidence** |  |
| **Point/s against** |  |
| **Support / evidence** |  |
| **Summary and/or recommendation** |  |

**EXPOSITION TEXT TYPE**



**Purpose**: to state a position and argue it/persuade

|  |  |  |
| --- | --- | --- |
| **TITLE** |  | **Language** |
| **Identify a point of view** |  | \*argument linking connectives eg first, finally  \*generalized participants eg fisherman, drivers  \*thinking verbs to express a point of view eg feel, believe, understand  \* conjunctions of reason eg because, therefore, as, if  \* strong modality eg, should, must, certainly, clearly  \*relating verbs  eg smoke is dangerous for health  \*action verbs eg  we must save…  \*abstract nouns eg poverty, pollution  \* rhetorical questions eg is history important?  \*persuasive  \*logical  \*present tense |
| **Introduction to a point of view** |  |
| **Argument 1** |  |
| **Support / Evidence**  **1.**  **2.** |  |
| **Argument 2** |  |
| **Support / evidence**  **1.**  **2.** |  |
| **Summary and/or recommendation** |  |

**EXPLANATION TEXT TYPE**



**Purpose**: to show how/why something happens or works

|  |  |  |
| --- | --- | --- |
| **TITLE** |  | **Language** |
| **Identify the phenomenon** |  | \*verbs to show cause eg will form a… as a result of… , leading to…  \*conjunctions of time and cause and effect eg when, as, next, then, following, as a consequence  \* technical words topic related  \*abstract and general nouns eg benefit, hospitals  \*timeless present tense eg are, happens, turns  \*factual  \*passive voice |
| **Introduction to the phenomenon** |  |
| **Explain In sequence:**  **how and why** |  |
| **how and why** |  |
| **how and why** |  |
| **how and why** |  |
| **Summary / closing statement** |  |

**NARRATIVE TEXT TYPE**



**Purpose:** to entertain and instruct, show a moral

|  |  |  |
| --- | --- | --- |
| **TITLE** |  | **Language** |
| **Orientation**  **who what where when why** |  | \*particular nouns and adjectives to refer to and describe, defined characters  eg Ahmed was a young boy…  \* action verbs eg curled up…, slammed shut…  \* conjunctions and time connectives eg when, then, next, after, earlier  \*figurative language to describe eg simile … as hot as the sun  eg metaphor … trees are the lungs of the earth  eg… personification  … the sea roared  \*descriptive language of mood eg excitement, fear, happiness  \* complex sentences  \*usually past tense  \*can have dialogue |
| **Complication** |  |
| **A series of events that develop the complication** |  |
| **Resolution -**  **normality returns** |  |
| **Coda** |  |

**PROCEDURE TEXT TYPE**



**Purpose:** to achieve a goal by following certain steps

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| --- | --- | --- |
| **TITLE** |  | **Language** |
| **Statement of goal or aim** |  | \*imperative, commanding verbs eg put, turn, take  \*adverbs to detail time, place, manner eg stir for 5 minutes… ,  place below the …,  turn carefully  \*connectives of time to sequence eg after this, tie off… , finally, first, next  \*reasons for doing things eg stir the cream so that it will …  \*simple present tense  \*detailed information on  how eg carefully  where eg 5cm from top  when eg after cutting |
| **What you will need**  **(Ingredients/**  **Materials)** |  |
| **Steps in sequence**  **how when where what why** |  |
| **Closing statement** |  |

**RECOUNT TEXT TYPE**



**Purpose:** retell in order what has happened

|  |  |  |
| --- | --- | --- |
| **TITLE** |  | **Language** |
| **Orientation**  **Who what where when why** |  | \*adjectives to describe nouns eg  the strong horse…    \* specific participants eg my family  \*Conjunctions and time connectives to sequence eg  when, then, first, yesterday  \*action verbs eg the car swerved…  chased, went  \*complex sentences  \*simple past tense  \*first or third person pronouns eg he, her, us, I |
| **Events in order** |  |
| **Personal comments to place through out** |  |
| **Reorientation which concludes/ and or final personal comment** |  |

**INFORMATION TEXT TYPE**



Purpose: to present information - define, describe, classify

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| --- | --- | --- |
| **TITLE** |  | **Language** |
| **Identify and classify the subject** |  | \*timeless present tense eg the rainy season always begins in May  \*technical terms topic related eg longitude and latitude lines on a map …    \* factual precise description eg snow falls in the winter…  red and yellow leaves, straight lines  \*classification words eg similar to, belongs to  \* verbs to describe behaviour  eg birds fly north in winter  \*relating verbs eg lions are mammals  \*general nouns eg schools rather than “our school” |
| **A general statement about the topic** |  |
| **Description in bundles of information -**  **could have sub headings**  **1.** |  |
| **2.** |  |
| **3.** |  |
| **Closing statement** |  |